

**Continuous Improvement Monitoring Process (CIMP)**  
**Improvement Workplan and Status Report for Federal US-OSEP Monitoring of Special Education in Virginia**

This Continuous Improvement Monitoring Process work plan addresses improvements needed as identified in Virginia's Self-Assessment. Virginia's areas of strength are not included in this work plan. Virginia's Self-Assessment is available on the Department of Education's Web site at <http://www.pen.k12.va.us/VDOE/Instruction/Sped/selfpage.html> .

**Desired Outcome:**

**Secondary Transition** – All youth, beginning at 14 and younger, when appropriate, receive individualized, coordinated transition services, designed within an outcome oriented process which promotes movement from school to post-school activities.

Baseline Information: Self-Assessment Findings	Improvement Strategies	Evidence of Change and Benchmarks
<p><u>Where we are now-</u>  <i>What has the state/steering committee concluded based upon the review of available data, about the state's performance and results for children with disabilities and their families?</i></p> <p><b><u>Areas of Noncompliance</u></b></p> <ol style="list-style-type: none"> <li>One area of non-compliance was identified by Federal Program Monitoring Results indicated that a number of school divisions are not meeting the age of majority requirements with regard to proper notice one year prior to reaching age 18.</li> <li>An area of non-compliance that was identified by Federal Program Monitoring Results indicated that a number of school divisions are not meeting and the requirements for determining transition services at age 16.</li> </ol> <p><b><u>Status</u></b>  Follow-up with the school divisions cited is completed and in compliance with the requirement as evidenced by monitoring tracking</p>	<p><u>How we will get there -</u>  <i>What efforts/strategies will enable the state to improve from the baseline to evidence of change goals and benchmarks?</i></p> <p><b><u>State Systems Level Structures and Supports</u></b></p> <ol style="list-style-type: none"> <li>Follow-up with LEAs to correct noncompliance in providing notice to students one year prior to the age of majority.</li> <li>Examine existing data from those LEAs not in compliance to determine and address: <ul style="list-style-type: none"> <li>why age of majority procedures are not implemented,</li> <li>why transition requirements are not implemented.</li> </ul> </li> <li>Review, revise, re-package, and re-disseminate to LEAs information on the transfer of rights at the age of majority, and continue targeted training.</li> </ol>	<p><u>What it looks like where we are going-</u>  <i>What evidence of change will show that the state has achieved the desired long-range effect(s)?  What benchmarks will enable the state to measure the short-term effects of the improvement strategies in achieving the evidence of change goals?</i></p> <p><b><u>Evidence of Change</u></b></p> <p>Upon establishing baseline data in 2002, there will be an increase in the percent of young adults with disabilities completing school who are:</p> <ul style="list-style-type: none"> <li>employed full-time or part-time,</li> <li>attending post-secondary education or training,</li> <li>living independently.</li> </ul> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>By August 2003, all LEAs undergoing monitoring will be found in compliance with the requirement that students with disabilities be informed that the special education rights and responsibilities transfer to them, one year before they reach age 18.</li> </ol>

Baseline Information: Self-Assessment Findings	Improvement Strategies	Evidence of Change and Benchmarks
<p>chart. Of the 22 LEAs monitored in 2001-02, one was cited for not providing prior notice one year prior to the student reaching age 18.</p>		<ol style="list-style-type: none"> <li>2. The percent of youth with disabilities that participate in transition planning increases.</li> <li>3. Dropout rates for youth with disabilities will decrease to, at least, a rate comparable to youth without disabilities.</li> <li>4. The percent of students with disabilities successfully completing school will increase at a rate comparable to students without disabilities.</li> </ol>

Baseline Information: Self-Assessment Findings	Improvement Strategies	Evidence of Change and Benchmarks
<p><b><u>Areas Needing Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. The rate of youth with disabilities dropping out of school exceeds the rate of students without disabilities dropping out of school.</li> <li>2. The reason codes of the federal special education exit report do not account for all “exiters” which limits targeted prevention efforts.</li> <li>3. Training opportunities in the area of transition for T/TAC comprised 4.3% of all training events. Vocational employment and community-based instruction comprised an additional 1.8%.</li> <li>4. A majority of respondents on the public survey expressed that appropriate service provision to prepare youth with disabilities for adult life needing improvement.</li> </ol>	<ol style="list-style-type: none"> <li>A. Develop new or expand existing data collection methods to determine the reasons students drop-out of school.</li> <li>B. Based on factors associated with reasons students drop-out of school, select and disseminate promising practices for decreasing the drop-out rate of students with disabilities.</li> <li>C. Review training provided by T/TACs to increase coordinated efforts with VDOE transition initiatives.</li> <li>D. Increase VDOE’s available linkages to transition service providers inside and outside the state education agency.</li> <li>E. Expand VDOE, VDRS, VDMHMRSAS, and VDSS interagency agreements to include Community Service Boards (CSB), Social Services, and other pertinent agencies.</li> <li>F. Re-establish the VDOE position to provide statewide leadership in the area of secondary transition.</li> </ol> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <ol style="list-style-type: none"> <li>G. Select and implement strategies for effective secondary transition and develop data collection</li> </ol>	

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<p><b><u>Status</u></b></p> <p>Financial support for secondary transition activity was continued through the state VDOE budget process (July 2000 and 2001). The transition position was filled with start date of March 2002. The T/TAC staff have been assigned to assist state transition specialist with program evaluation, local pilot projects, state-wide training, and hosting the international CEC transition conference in 2003.</p>	<p>systems to evaluate those strategies for dissemination.</p> <p>H. Increase participation of students with disabilities in career and technical education programs.</p> <p>I. Include career and technical education and community based instruction for students with disabilities into school districts' long-range planning.</p> <p><b><u>Personnel Issues (recruitment, training and support)</u></b></p> <p>J. Review staffing options to increase the use, or number, of personnel to assist with secondary transition in local school divisions.</p> <p>K. Improve coordination among VDOE and T/TAC staff assigned to secondary transition.</p> <p>L. Promote the "Transition Forum" with increased participation and funding.</p> <p>M. Increase training opportunities for personnel involved with transition services.</p> <p>N. Increase the instruction about secondary transition in special education teacher preparation programs.</p> <p><b><u>Implementation Procedures</u></b></p> <p>O. Expand the use of local subgrants for placing students with disabilities in work settings.</p>	